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ABSTRACT

These proceedings present summaries of presentations and roundtable discussion sessions from a Missouri Conference on Blacks in Higher Education. Session summaries are: (1) "Measuring Inter-Racial Differences and Attitudes" (O.C. Bobby Daniels); (2) "Flight of the Maple Leaf Canada Economic Outlook: Impact on Women" (James E. Bell); (3) "Bridging the Diversity Gap Through Collaboration" (Floyd Harris and others);(4) "The Heartland's Alliance for Minority Participation (HAMP)" (Richard Presberry, Charles Sampson); (5) "African-American Students in Higher Education Conservative Institutions: Addressing Failure and Enhancing Success" (Mamadou Niang); (6) "Black Women in the Academy" (Constance Adams and others); (7) "African-American Students at Predominantly White Institutions via Networking: Understanding Your Rights" (Ernest E. Middleton); (8) "Five Steps to Cultural Pluralism: Advocacy for All Students" (Marshalita Sims Peterson); (9) "Afro-Hispanic Theater: A Vehicle of Protest" (Nicole S. Abbott); (10) "From Culture to Multicultural: Conceptual Paths for Higher Education" (Sheilah Clarke-Ekong); (11) "The Social Backgrounds of Four Major Twentieth Century African American Intellectuals:..." (Julius Thompson); (12) "The Impact of Diversity on Campus Culture: How Far Does It Go? (Trent Ball, Katherine A. Grant)" (13) "Perceptions of Plessy vs. Ferguson (1896) and Jim Crow as Reflected in Popular Literature and the Press" (Julius E. Thompson); (14) "Developing Campus Choirs" (Lester Woods); (15) "African-American Women Educators: 1891-1956" (Janice Dawson-Threat); (16) "The Minority Mentor Program: The Value of Experiential Learning and Workshops" (Trent Ball, Danielle Carter); (17) "Leadership Roundtable: Focused Dialogue on Affirmative Action" (Ruth Carolyn Jones); and (18) "Missouri Statewide Music and Ministry Workshop" (Summaries of conference speeches by George E. Curry and Ruth Carolyn Jones are also included. (MDM)

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7TH ANNUAL MISSOURI CONFERENCE ON BLACKS IN HIGHER EDUCATION

ED 410 775

Conference Proceedings

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TRANSFORMATION: REINFORCING BRIDGES TO THE 21ST CENTURY

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APRIL 24-25, 1997
TRUMAN STATE UNIVERSITY, KIRKSVILLE, MISSOURI

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Past AMBCHE Conference Themes and Keynote Speakers

AMCHBE	THEME	KEYNOTES
April 18-20, 1991	"Challenges and Opportunities: Minorities in Missouri Higher Education	Dr. Alvin Poussaint Dr. Elaine Witty Mr. Alvin Plummer Dr. Charles McClain
April 9- 11, 1992	"Empowering Human Diversity to Meet the Challenges of the Decade"	Dr. Clinita Ford Dr. George Russell Mr. Robert Taylor
April 15-17, 1993	"Preparing African American for the 21st Century: Access, Accountability, and Achievement	Dr. Charles Kiesler Mr. Michael McKinney Dr. Bob Daniels Dr. Irene Wright Dr. Sherwood Thompson
April 14-16, 1994	"Keeping the Pipeline of Success Open for African American Students	Mr. Charles Barron Dr. Maulana Karenga Attorney Peter Robertson
April 20-22, 1995	"Education for Survival"	Mrs. Shelia Plummer Mr. Steve Tripoli Rev. David Bowers Dr. Arnie Cooper Mr. John Hickman
April 18-20, 1996	"Politically Changing Times: Education in the Balance	Rev. Robert Tabscott Rep. Lloyd Daniel Mr. Dwyane Smith Dr. James Kitchen
April 24-25, 1997	"Transformation: Reinforcing Bridges to the 21st Century"	Mr. George Curry Ms. Ruth Jones

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History of Missouri Association of Blacks in Higher Education

Education has always been a priority among African Americans and that has also been the case in Missouri, even when it was illegal to teach them how to read and write. Although significant progress has been made since those days, African Americans still face a unique set of socio-educational challenges in Missouri's higher education community. In the fall of 1990, Dr. O.C. Bobby Daniels of Lincoln University founded the Annual Missouri Conference on Blacks in Higher Education (AMBCBHE). Through his leadership, the AMBCHE has brought together a cultural cross section of educators and students from all 14 of Missouri's four-year public colleges and universities. For the past six years, and with increasing success, this two and one-half-day conference has focused on research and the implementation strategies designed to improve the overall presence and performance of African Americans in higher education institutions throughout the state.

The phenomenal success of AMBCBHE inspired its advisory board to expand its research and service commitments to the level of a multi-faceted professional organization. This historic decision was made at Truman State University on July 31, 1996. Thus, the annual conference format was transformed into a statewide organization and renamed the Missouri Association for Blacks in Higher Education (MABHE). In addition to continuing the annual conference, MABHE's focus includes commitments in the areas of professional and student development at all Missouri public and private two or four-year higher education institutions.

Foreward From the President

Education has always been a priority in the African American communities of America. Unfortunately, many of the struggles and accomplishments are not generally known. In 1990, I envisioned a forum, the Annual Missouri Conference on Blacks in Higher Education (AMCBHE), that would nurture the production of research by scholars interested in this aspect of Missouri's higher education. Just as the abolition of slavery did not instantly create an egalitarian social order, the desegregation of American higher education did not instantly create equal publication opportunities for these scholars interested in the African American educational experience. For those professionals entering into academe's "publish or perish" world, AMCBHE has provided a continuous public forum for reporting research since 1991. Topics ranging from unique teaching-learning approaches to perennial socio-economic and educational challenges, that once received marginal attention in traditional forums and professional periodicals, have been AMCBHE mainstays.

I am especially proud of the AMCBHE 1997 PROCEEDINGS, because it represents a milestone in the development of our parent organization, the Missouri Association for Blacks in Higher Education (MABHE). Dr. Janice Dawson-Threat, Assistant Professor of Educational Leadership and Policy Analysis at UM-Columbia and Program Chairperson for the Seventh AMCBHE, and those colleagues who have worked with her in producing this document are to be congratulated for a job extremely well done. This is the inaugural publication of AMCBHE proceedings and as such has set an excellent standard for future publications. The MABHE Board of Directors and I are pleased that you are able to join us in this historic celebration.

O.C. Bobby Daniels
President

Dear Conference Attendees:

I am delighted to welcome you to Truman State University and the Missouri Association of Blacks in Higher Education Conference.

Perhaps at no other time in recent history has the retention and continuing education of tomorrow's leaders been such a vital element in determining the success of their futures. I commend you for your invaluable efforts in working to keep black students academically competitive as they face a future full of challenges and opportunities.

I hope you find this conference both rewarding and beneficial. The sessions and experiences have been designed to promote and facilitate student excellence.

Best wishes for an outstanding conference and an enjoyable visit to the campus of Truman State University.

Cordially,
Jack Magruder,
President, Truman State University

Dear Conference Participants:

On behalf of the Multicultural Affairs Center and the entire faculty, staff, and students of Truman State University, we welcome you to our campus! We trust that you will take full advantage of our institution as well as the Kirksville community and its hospitality. We have worked diligently to insure a successful as well as productive conference.

Indeed the 7th Annual Missouri Association for Blacks in Higher Education is held at a crucial juncture. As we approach the next millennium, it is imperative that we seek new methods to foster inclusion of all individuals in Missouri's institutions of higher education.

Once again, thank you for your support of the conference. Anything that we can do to make your time spent with us more enjoyable, please do not hesitate to let us know!

Cordially,

Dwyane Smith
Associate Dean of
Multicultural Affairs
Host Site Coordinator

Anthony Cooperwood
Coordinator
Co-Host Site Coordinator

Dear Conference Participants,

On behalf of the MABHE '97 Conference Program Committee, I would like to welcome you to the Truman campus and the 7th Annual Association Conference, "Transformation: Reinforcing Bridges to the 21st Century." I'm excited about the program and its representative themes for and about students such as advocacy, enhancing success, developing conceptual paths, bridging the diversity gaps, and a campus choir workshop; themes for and about women in the academy; as well as scholarly sessions with an historical, literary or artistic focus; and most importantly, the focused dialogue on Affirmative Action which includes our featured keynote speaker, Ms. Ruth Jones, President of the American Association of Affirmative Action Officers.

I would like to thank the members of the committee, Ms. Avila Hendricks who facilitated the arrangements for the luncheon keynoter, and Ms. Constance Adams who facilitated arrangements related to the conference presenters. I would also like to thank my co-chair Mr. Dwyane Smith for the conference design for the call for papers, registration forms, and program booklets. His contribution made the work of the program committee look absolutely first class. On behalf of the presenters and our speakers, I would like to thank the leadership of Truman University for their generous support and hospitality in providing superior accommodations for this conference to be held.

When the conference is over, the work of the Program Committee will not cease. The committee intends to publish a conference proceeding of this historic event. Please share your feedback after attending each session so the committee can evaluate the success of its programmatic thrust. This information will be tallied and included in the final publication. Please sign up to be notified of the distribution date of this report.

Enjoy your stay in Kirksville and do enjoy the conference we have planned for you. On behalf of the committee, we thank you for the opportunity to serve the Missouri community through this remarkable organization.

Sincerely,
Janice Dawson-Threat, Ph.D. Assistant Professor
College of Education, Educational Leadership
and Policy Analysis, University of Missouri-Columbia
Conference Program Chair

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SCHEDULED SESSIONS, *Student Union Building*

9:30 a.m. - 10:30 a.m.

"Measuring Inter-Racial Differences and Attitudes"
Room 3

Dr. Bob Daniels, Professor, Lincoln University

"Flight of the Maple Leaf CANADA Economic Outlook: Impact on Women"
Room 2

Dr. James E. Bell, Associate Professor, Harris-Stowe State College

"Bridging the Diversity Gap Through Collaboration"
Room 6

Mr. Floyd Harris, Director, Minority Engineering Program
Marcus Huggans, Graduate Student
Chris Williams, Undergraduate Student
Marquita Washington, Undergraduate Student
Craig Guiterrez, Undergraduate Student, University of Missouri-Rolla

"The Heartland's Alliance for Minority Participation (HAMP)"
Room 6

Dr. Richard Presberry, HAMP Senior Project Manager
Dr. Charles Sampson, Dean of Graduate School
University of Missouri-Columbia

10:45 a.m. - 11:45 a.m.

"African-American Students in Higher Education Conservation Institutions - Addressing Failure and Enhancing Success"
Room 2

Dr. Mamadou Niang, University of Missouri-Kansas City

"Black Women in the Academy"
Room 3

Ms. Constance Adams, Graduate Student
University of Missouri-Columbia
Ms. Lenell Allen, Assistant Director, Minority Engineering
Program, University of Missouri-Rolla
Dr. Janice Dawson-Threat, Assistant Professor
University of Missouri-Columbia

"African-American Students at Predominately White Institutions via Networking: Understanding Your Rights"
Room 6

Dr. Ernest E. Middleton,
University of Missouri-Kansas City

"Five Steps to Inclusion: Advocacy for All Students"
Room 2

Dr. Marshalita Sims Peterson, Assistant Professor
Dr. Vivian McCollum, Assistant Professor
University of Missouri-St. Louis

1:45 p.m. - 2:45 p.m.

"Afro-Hispanic Theatre: A Vehicle of Protest"
Room 3

Ms. Nicole S. Abbott, Ph.D. Candidate
University of Missouri-Columbia

"From Culture to Multicultural: Conceptual Paths for Higher Education"
Room 2

Ms. Sheliah Clark-Ekong, Assistant Professor
University of Missouri-St. Louis

"The Social Backgrounds of Four Major Twentieth Century African American Intellectuals: St. Clair Drake (1911-1990), Rayford W. Logan (1897-1982), Benjamin E. Mays (1894-1984), and Benjamin Quarles (1904-1996): Traditions and Hope from One Generation to the Next"
Room 3

Dr. Julius Thompson, Associate Professor and Director of Black Studies Programs, University of Missouri-Columbia

"The Impact of Diversity on Campus Culture: How Far Does Diversity Go?"
Room 6

Trent Ball, Coordinator of Minority Student Programs
Catherine A. Grant, Tutorial Coordinator for Student Support Services
Southeast Missouri State University

3:00 p.m. - 4:00 p.m.

"Perceptions of Plessy vs. Ferguson (1896) and Jim Crow as Reflected in Popular Literature and the Press"
Room 3

Dr. Julius Thompson, Associate Professor and Director of Black Studies Programs. University of Missouri-Columbia

"Developing Campus Choirs"
Room 2

Mr. Lester Woods, Columbia, Missouri

"African-American Women Educators: 1891 - 1956"
Room 6

Dr. Janice Dawson-Threat, Assistant Professor
University of Missouri-Columbia

"Minority Mentor Program: The Value of Experiential Learning and Workshops"
Room 5

Trent Ball, Coordinator of Minority Student Programs
Danielle Carter, Graduate Assistant
Southeast Missouri State University

Session Title: Measuring Inter-Racial Differences and Attitudes

Presenter's Name: Dr. O. C. Bobby Daniels, Professor-Lincoln University

SUMMARY

This session, "Measuring Inter-Racial Differences and Attitudes, was designed to heighten awareness, understanding, and appreciation between human beings who are racially, sexually, and religiously different from each other. The focal points of the session centered around the administration and discussion of the Daniels Test of Inter-Racial Apperception and Ideology (DTIAL), a timed, self-scoring prototype culture-fair instrument. The DTIAL is divided into three subscales; i.e., the Cognitive Scale; the Visual Literary Scale, and the Tolerance Scale. Conceptually, the DTIAL was modeled after Benjamin Bloom's definitive work "The Taxonomy of Educational Objectives." Bloom's work identified three domains (cognitive, psycho-motor, and affective) in which all learning takes place. The DTIAL's Cognitive Scale consists of 80 multiple-choice items whose correct responses represent an equal number of contributions to the building of our nation by Caucasian males, Caucasian females, and non-Caucasian males and females. The DTIAL's Visual Literary Scale required test-takers to identify from the same racial and gender distribution portraits of 50 famous and influential personalities in U.S. history. The DTIAL's Tolerance Scale required test-takers to respond to 24 force-choice items which relate to perennial and contemporary social issues. Immediately following the self scoring of the DTIAL, an item analysis was conducted by the test's author. During this session participants exchanged their knowledge and theories about the American social order, capitalism, the biased nature of standardized intelligence tests, and the implications all of these factors have for education in general.

Research findings and conclusions from the initial field testing of the DTIAL were shared. Salient among these data which represented a sample population of 1316 public school educators and students were:

(a) there was no statistically significant difference between the overall performance of Caucasians and non-Caucasians on the Cognitive Scale;
(b) there was no statistically significant overall difference between the performance of educators from the South vs. educators from the remaining geographical regions of the U.S.A.;
(c) students were more tolerant of racial and gender differences than were their teachers and administrators; and (d) females were more knowledgeable and tolerant than males; and
(e) males were less knowledgeable about U. S. history than females.

A very productive discussion continued throughout the remainder of the session involving participants exchanging personal/professional experiences and theories about human behavior and cultural conditioning. One African American male shared his initial encounter with racism in higher education and the continuous impact it has had on his professional growth and development. All participants expressed surprise in the finding that there was no statistically significant difference between the overall performance of Caucasians and non-Caucasians; their expectation had been that African Americans would have scored higher because of the test's culture-fair template. The author of the DTIAL pointed out that a possible explanation for this finding is that both groups (Caucasians and non-Caucasians) are generally exposed to the same educational and commercial media, U. S. history text books, and cultural mythology.

In terms of overall findings, there was predictive validity between the Cognitive Scale and the Visual Literary Scale. Also, it was found that predictive validity existed between the Cognitive Scale and the Tolerance Scale. These findings led to the conclusions that the more knowledge individuals have about other individuals who are racially, religiously, and/or sexually different from themselves, the more they tend to: (a) be tolerant of contemporary social issues such as inter-racial marriages, women's rights, and school desegregation; and (b) recognize (with varying degrees of knowledge and possibly appreciation) individuals who are otherwise different from themselves. Although there was not found any

evidence of predictive validity between the Tolerance Scale (as predictor) and the Cognitive Scale, the fact that some people are basically opened-minded with or without facts about those who are racially, religiously, or sexually different from themselves was generally accepted.

These findings and conclusions appeared to have a degree of correlation with the conference theme, "Transformation: Reinforcing Bridges to the 21st Century." Thus, the process of transformation was viewed as synonymous to the building and expansion of the American social order which was covered by the items of the Cognitive and Visual Literacy Scales. The process of reinforcing bridges to the 21st century was viewed as synonymous to the perennial and contemporary social issues contained in the items of the Tolerance Scale, which in all probability will accompany us into the 21st century.

To create a transformation and to reinforce the bridges to the 21st century, we must first be cognizant of our history and its implications for our contemporary and future challenges. In this process of transformation, each of us must assume responsibility for our knowledge base and be continuously striving to improve the human condition. We must be held accountable for our attitudes, aspirations, and actions.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.56
Helpfulness to your development:	4.06
Preparation of presenter:	4.38
Time for questions and interaction:	3.00
Overall Score:	4.00
Total in Attendance:	16

Presenter may be contacted at:
4203 Willow Lake Ct.
Jefferson City, MO 65109
(573) 893-3953

Session Title: Flight of the Maple Leaf CANADA Economic Outlook: Impact on Women

Presenter's Name: Dr. James E. Bell, Associate Professor - Harris-Stowe State College

SESSION

Canada is the largest country on the North American continent and has the second largest gross domestic product of $776.30 Canadian or $576.32 U.S. In spite of a general history of accomplishment, the Canadian economy has been plagued with a recent downturn in its economy which has caused its unemployment rate to be high when compared to most industrialized countries. The North American Free Trade Agreement was one of the tools that Canada had hoped to utilize in correcting many of its internal economic concerns. However, in recent years, it has not realized its hopes in this regard and has started looking more to the far East in establishing future trade relations.

One way a society measures how well it is doing is by counting how many jobs it creates. According to this measurement, Canada has not been performing well lately. In 1994, Canada's unemployment rate was 10.4% or about 1.5 million. That rate is not much better than the 11.8% unemployment rate in 1983, which was the worst since the Depression in the 1930's. In 1994, the employed Canadian labor force had about 13.1 million workers of which 10.7 million were full-time, and 2.3 million were part-time workers. Presently, there is great concern that those who lost their jobs during the last recession will have difficulty finding jobs when the economy starts growing again. One of the areas of great concern is the shift in male and female participation rates. While men traditionally dominate the labor market more than women, the participation rate of female employees has taken on a dramatic increase.

To create a transformation and to reinforce the bridges to the 21st century, we must assure that all of America's students are given adequate exposure to all technical hardware and software tools to actively participate in the new 21st century environment. This must be accomplished regardless of economic background of the student.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.33
Helpfulness to your development:	3.78
Preparation of presenter:	4.78
Time for questions and interaction:	4.44
Overall Score:	4.33
Total in Attendance:	9

Presenter may be contacted at:
8224 Balson Hall - Harris-Stowe
St. Louis, MO 63132
(314) 721-3436

Session Title: Bridging the Diversity Gap Through Collaboration

Presenters' Name: Mr. Floyd Harris, Director, Minority Engineering Program - UM-Rolla
Marcus Huggans, Graduate Student - UM-Rolla
Chris Williams, Undergraduate Student - UM-Rolla
Marquita Washington, Undergraduate Student - UM-Rolla
Craig Guiterrez, Undergraduate Student, UM-Rolla

SUMMARY

In the early 1970's, the University of Missouri-Rolla became increasingly concerned about the lack of minority students pursuing technical degrees, particularly in the field of engineering. The barriers to students initially appeared to be clear-cut. There was no tradition of engineering in the minority community and thus no models upon which to pattern: There was no extensive financial resources to conduct studies in the non-urban settings characteristic of many of the major technical universities and a limited educational background in the sciences and mathematics existed amongst a large number of students. The University of Rolla decided to design a program to address these issues and to seek the support of industry for expertise and funding.

The Minority Engineering Program (MEP) provides a number of services to increase a student's success in completing an engineering degree. These services include scholarships, a seven-week pre-engineering summer enrichment program, academic and personal counseling, tutorial services, career workshops, motivation and study skills presentations, and employment placement. In time, computer science was accepted as a supported field of study, but originally the targeted population was one of academically qualified scholars in the field of engineering.

MEP scholars are carefully chosen for their potential for success, based on class rank, national test scores and a personal interview. While these are all talented students, many have inadequate academic preparation for the study of technical material. The seven-week program of college-level courses in mathematics, chemistry and English is a prerequisite for their success.

All scholars are housed on campus and all instruction is carried out in campus classrooms. While the primary objective of the seven-week summer institute enrichment program is to strengthen the participants' academic preparation in mathematics, science and english, this period is extremely important for course registration, orientation to the university, academic advising, diagnostic testing, arrangement for housing, and establishing friendships with peers. It sets the foundation for the working relationships the students will form with members of the program, staff, and the university community.

To create a transformation and to reinforce the bridges to the 21st century, we must provide the means for higher education to make a credible effort in creating access and opportunity. We must now build upon the progress of the past and strengthen the administrative infrastructure and accountability of diversity efforts in our institutions to help insure the institutionalization of comprehensive programs that produce a significant increase in the number of minority graduates with degrees at all levels. Education is the bridge to the 21st century.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.25
Helpfulness to your development:	4.40
Preparation of presenter:	4.67
Time for questions and interaction:	4.08
Overall Score:	4.35
Total in Attendance:	9

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E-mail: huggans@umr.edu

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Session Title: The Heartland's Alliance for Minority Participation (HAMP)

Presenter's Name: Dr. Richard Presberry, HAMP Senior Project Manager-UM-Columbia

SUMMARY

The Heartland's Alliance for Minority Participation (HAMP) is a National Science Foundation (NSF) funded project whose goal is to increase the number of minority graduates in science; mathematics, engineering, and technology (SMET) by removing barriers that prevent minority students from pursuing science and engineering professions.

The HAMP program, composed of ten (10) institutions of higher education and four (4) state agencies in Missouri, is part of a national agenda to increase the number of under represented minorities receiving degrees in SMET academic disciplines from the current 14,000 annually to 50,000 by the year 2000.

The Heartland's Alliance for Minority Participation is a multidisciplinary, comprehensive program whose goals are to: Increase the quantity and quality of minority students and under represented undergraduates earning baccalaureate degrees in SMET areas by 15 percent annually, and increase the quantity of minority and under represented students earning graduate degrees in SMET areas by 50 percent over five years.

Using a three-tiered strategy as the focus for "bridging" activities, the HAMP program addresses the underlying problems at each of several critical stages in the educational process—from elementary through baccalaureate and graduate education. The Early Identification Program emphasizes the importance of science and mathematics education at the pre-college level and encourages high-ability minority students to pursue related degrees. The Undergraduate Transition Program assists SMET minority students as they make the transition from high schools and community colleges to four-year institutions. The Graduate School Transition Program targets individual needs. The Post-Baccalaureate Special (PBS) program allows a student who has applied for graduate school and wasn't accepted to matriculate for a year in the department to which he/she has applied. Following successful completion of the post-baccalaureate year, students may be awarded fellowships or assistantships through the department or the Graduate School to support their continuing graduate study.

Alliance programs are coordinated through the HAMP Center at the University of Missouri System. Site Coordinators at each partner institution provide the links between minority students and HAMP programs.

After one year, in addition to other accomplishments, HAMP partner institutions report an increase of 48% in the conferral of SMET degrees to minority undergraduates and an increase of 76% in the conferral of graduate degrees to minority students. These achievements represent a firm foundation upon which the HAMP can build for the future. but it is clearly only a beginning.

To create a transformation and to reinforce the bridges to the 21st century, we must encourage an ongoing commitment to diversity, equality, and excellence in the sciences at Missouri's institutions of higher education so that all of this country's citizens can continue to contribute to its technological greatness.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.54
Helpfulness to your development:	3.67
Preparation of presenter:	4.46
Time for questions and interaction:	3.62
Overall Score:	4.07
Total in Attendance:	13

Presenter may be contacted at:
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Columbia, MO 65211
(573) 884-8012
E-mail: Presberry@ grad.Missouri.edu

Session Title:	African American Students in Higher Education Conservative Institutions - Addressing Failure and Enhancing Success
Presenter's Name:	Dr. Mamadou Niang, Assistant Professor of Linguistics - UM-Kansas City

SUMMARY

The failure and dropout rates of African American students in conservative institutions continue to increase. This failure is, to a large extent, due to inadequate structures, prejudice and negative expectations typical in such settings. In spite of the extent of challenges faced by such students, a number of strategies have been instrumental in not only curving the high dropout and failure rates but also in reversing these trends. What aspects in the structures, prejudicial ideologies and expectations in conservative institutions contribute towards high dropout and failure rates of African American Students? To what extent have college administrators assessed minority students' perceptions of the educational climate, personal needs, morale, views on faculty-student relations, and attitudes and behaviors of the establishment? What strategies have been instrumental in achieving and enhancing the success of African American students in such institutions? This paper provides a comprehensive analysis of the various facets that contribute toward these high failure and dropout rates and the strategies that were implemented to achieve and enhance success for African American students.

To create a transformation and reinforce the bridges to the 21st century, we must continue to provide comprehensive assessments of minority population needs in higher education institutions and participate actively in the implementation of the recommendations arising from these assessments. Finally, we need to be very aggressive in our attempts to ensure the success of minority populations in higher education institutions at all levels.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.4
Helpfulness to your development:	4.2
Preparation of presenter:	4.32
Time for questions and interaction:	4.36
Overall Score:	4.32
Total in Attendance:	25

Presenter may be contacted at:
Department of Linguistics
University of Missouri-KC
Kansas City, MO 64110

Session Title: Black Women in the Academy

Presenters' Name: Constance Adams. Graduate Student, UM-Columbia
Lenell Allen, Assistant Director Minority Engineering Program - UM-Rolla
Dr. Janice Dawson-Threat, Assistant Professor - UM-Columbia

SUMMARY

This session was comprised of a forum of 14 participants. Presenters and the audience posed a barrage of thought provoking questions and collectively brainstormed on a variety of topics. Although there were intriguing questions, the most pressing issue was, how do African American women survive in the academy?

At the start of the session, index cards were passed out to each audience member. Presenters and participants were asked to write one question or comment concerning African American women in the academy. After each card was collected, the question and answer session began.

Opinions from undergraduates to professors varied as dialogue became more intense. The first panelist, a graduate student, expressed a need to incorporate the assistance of a mentor. Mentorship, whether a faculty member within your particular discipline or not, seemed vital to academic survival. The administrative representative responded to the need for sensitivity from African American males, in regard to the plight of African American females in academia and leadership roles. Finally, the faculty representative concluded with the urgent need for students to become aware of the various resources which are available on campus and strategies on how to utilize them effectively.

As the session came to a close, each participant voiced their pleasure with both the question and answer segment. Many of us left with a feeling of accomplishment and hope for African American women in the academy, while others seemed to have been dismayed by the actuality of discrimination and racism employed on a regular basis.

Final remarks concluded with a relative message: Unless we learn how to join forces and help one another the practice of ill-treatment and political sabotage to all people of color will never end.

To create a transformation and reinforce the bridges to the 21st century, we must begin dialogue among one another, addressing the ills of African American women in the academia; seek out mentors qualified to offer assistance when needed. (Remember mentees, do not overwhelm mentors, for their survival is eminent in every capacity); suggest the organization of an African American graduate and professional group of male counterparts to participate in informal dialogue on the need for sensitivity towards African American women in academia; and finally, if there is an African American graduate and professional organization on your campus, incorporate dialogue regarding issues of race and gender in academic and professional arenas.

Make some noise and be heard!

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.82
Helpfulness to your development:	4.82
Preparation of presenter:	4.55
Time for questions and interaction:	4.21
Overall Score:	4.78
Total in Attendance:	11

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Session Title: Five Steps to Cultural Pluralism: Advocacy for All Students

Presenter's Name: Dr. Marshalita Sims Peterson, Assistant Professor - UM-St. Louis

SUMMARY

The concept of inclusion has different connotations for different people. Until recently, inclusion referred to the process of providing educational opportunities to individuals with disabilities. With the "multiculturalism" movement, inclusion has become a term that indicates that no individual is excluded based upon his/her differences. These differences may be racial/ethnic, related to gender, lifestyle, or exceptionality. Culture is within a person and within a group phenomenon. It is also the importance of understanding group differences as well as individual differences in interpreting behaviors.

To examine how college students perceive the term inclusion, a one page questionnaire was administered to undergraduate and graduate students on the campus of University of Missouri-St. Louis. Respondents were student volunteers from varying backgrounds. Information received from the questionnaire was instrumental in assisting the authors in developing an operational definition for inclusion as a developmental phase in achieving cultural pluralism. Of the 130 participants more than 70% perceived inclusion as a term pertaining exclusively to students with exceptionalities and special education. From the questionnaire and the literature, the authors were able to:

(1) identify a step-by-step process of developing a pluralistic society.
(2) understand the need for personal involvement in the process.
(3) develop a personal agenda for broadening inner and/or outer circles.
(4) use this knowledge to develop teaching strategies that are inclusive of all learners.

Five Steps to Cultural Pluralism

1. Awareness-extension and sharing of knowledge regarding varying cultural components.
2. Consideration-conscious direction of thought and recognition during interaction.
3. Acceptance-state of recognition, observance and acknowledgment of individuals from diverse backgrounds.
4. Appreciation-observance and respect of value, quality, and significance of diversity.
5. Inclusion-involvement as a constituent, encompassing personal groups in varying environments.

Inclusion is a Personal Commitment

Becoming an inclusive individual is a process of developing multicultural ideals through self-awareness. Inclusion assumes exposure, awareness, and knowledge of cultures other than one's own. There are outlined three steps to cultural awareness. Awareness is defined as involving recognition of differences among and between cultural groups. The three steps are: 1) knowledge about the nature and uniqueness of cultural groups; 2) skills developed through appropriate interactions with individuals of different cultures and; 3) self-awareness of the experiential role that culture plays in the lives of individuals.

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How to Help Students and Peers Achieve Full Inclusion

1. View differences as opportunities for learning.
2. Communicate in ways to be advocates for all students.
3. Value the ideas, strengths and experiences of students.
4. Be aware of how others perceive and are perceived.
5. Consider the sociopolitical reality of others and how systems affect behavior.

To create a transformation and to reinforce the bridges to the 21st century, we must validate the importance of all people by developing an understanding of people different from ourselves, while promoting awareness, acceptance, and appreciation of cultural diversity. We must establish school and community resources to facilitate the process and to mentor students to make the transition with a sense of worth and ability to meet the demands of the community and society at large.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.52
Helpfulness to your development:	4.05
Preparation of presenter:	4.29
Time for questions and interaction:	4.52
Overall Score:	4.35
Total in Attendance:	21

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Session Title: Afro-Hispanic Theatre: A Vehicle of Protest

Presenter's Name: Nicole S. Abbott, Ph.D. Candidate - UM-Columbia

SUMMARY

Teatro de los marginados or theatre of the marginals has been a recurrent theme which rumbles beneath the surface of mainstream society. As the voice of the marginal man has long been suppressed, the theatre has many times been the only recourse in which he may be heard.

The play, El desenlojo en la calle de los negros, by the Afro-Uruguyan playwright Jorge Emilio Cardoso exemplifies this use of theatre by depicting the plight of an Afro-Uruguayan community before their pending conviction onto the streets of Montevidea. A moving drama about unfulfilled dreams, the rich syncretism of both African and Hispanic culture, and a spirit of a people that refuses to be broken, makes a powerful statement about the many injustices that these people have endured.

This presentation proposes to analyze the elements of Afro-Hispanic culture, the marginal group's role in relation to mainstream society, and its latent struggle between its African and Uruguayan origins.

The research for this presentation is a point of departure for future Afro-Hispanic projects that I wish to undertake; for now I have the opportunity to showcase a literature that for many years would have gone unrecognized had it not been for outstanding scholarship that other Afro-Hispanic scholars have done.

I also propose to take this genre of literature from a literature of marginality to a literature of the "canon" by exposing it to students and fellow scholars alike through teaching the courses with Afro-Hispanic content and gradually incorporating it into the college curriculum.

Although the goals that I have set for myself seem to be arduous ones, I feel that it is my duty as a woman of color to show the achievements that people of color have made in history. In the past, Eurocentric historians have committed gaping sins of omission in the recording of history, and I resolve to help gradually change this sad reality.

To create a transformation and to reinforce the bridges to the 21st century we must, as educators, go back to the basics of reading, writing, and arithmetic. We must demand academic excellence from our students and ourselves, and we must re-create a learning environment of mutual respect.

Not evaluated.

Presenter may be contacted at
Department of Romance Languages
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Columbia, MO 65211

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Session Title: From Culture to Multicultural: Conceptual Paths for Higher Education

Presenter's Name: Sheilah Clarke-Ekong, Assistant Professor in Anthropology - UM-St. Louis

SUMMARY

At the beginning of this century, America was called God's crucible, the great melting pot. Now, our "melting pot," has undergone many transformations and is replaced by the catch-all term, "multiculturalism." The issues surrounding inclusiveness in academia are increasingly complex in our evolving social-political environment. In the 1980's the concept of multiculturalism took root as a response to and acknowledgment for diverse constituents in higher education. Program and curriculum reform addressed previously marginalized groups, their histories and their interests. Now in the mid 1990's, critics in and outside the educational system, have begun to re-evaluate the value and/or merits of multiculturalism as a mechanism for institutional reform. There are many reasons for the current disenchantment with multiculturalism.

E.B. Tylor (circa 1871) gave us the most enduring definition of culture. Every new generation of anthropologists adds, modifies, and/or amends the meaning. Like culture, multicultural, needs an acceptable and concise definition to which proponents can add, modify, and/or amend. What does multicultural education mean? How do we operationalize multicultural constructs? Should multicultural education focus on minority students to bring them into the fold of the dominant paradigm, or is the mandate to sensitize majority students to the differences of minority students? Does multiculturalism adequately duplicate multiethnic and/or multiracial? Do reform initiatives such as affirmative action, ethnic studies and women's centers represent higher education's efforts to address the needs of increasingly diverse, multicultural campus communities? Do multicultural reform initiatives work? Minority students have still not reached their national representative numbers on most university campuses. Women, on many campuses, still report significant levels of discrimination and harassment. Students with identified disabilities find that their special needs are still severely under-met in spite of the 1994 Disabilities Act.

As we move towards the next millennium, we must continue to understand and critique our motivations and mechanisms for lessening prejudice and removing discrimination. Educators must face this challenge from within their multiple cultural environments.

To create a transformation and to reinforce the bridges to the 21st century, we must commit our collective energies and economic resources to enhance the survivability of all peoples at an equitable level of physical, spiritual, and mental well-being. As informed and engaged citizens, we must hold our political representatives accountable.

Not evaluated.

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8001 Natural Bridge - UM-St. Louis
St. Louis, MO 63121

BEST COPY AVAILABLE

Session Title: The Impact of Diversity on Campus Culture: How Far Does Diversity Go?

Presenter's Name: Trent Ball, Coordinator of Minority Student Programs - Southeast Missouri State University
Katherine A. Grant, Tutorial Coordinator, Student Support Services -
Southeast Missouri State University

SUMMARY

The focal point of this session is the shared responsibility of all university and college personnel in the education of our campuses on the issues of multiculturalism and diversity. This presentation will focus on assessing the development level of professionals charged with the responsibility of multicultural education. In addition to a discussion of self-awareness and knowledge, the importance of the multicultural perspective in education will be highlighted. Reviewing the importance of discussion skills and relaying a multicultural perspective to students will also be presented.

In this session, we will seek to increase the development of self-awareness of university personnel and professionals concerning the level of internal bias often held by professionals. Often, even the highly educated regard multiculturalism as a concept "outside" of their understanding that can be derived from a program or workshop.

The underlying focus of this presentation is to encourage the participants to challenge the assumption that all college and university professionals understand the importance of multiculturalism. We will encourage the audience to openly discuss and dialogue on issues such as majority privilege, equal access to educational opportunity, and embracing and promoting cultural perspectives and options in program development.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.36
Helpfulness to your development:	3.73
Preparation of presenter:	4.18
Time for questions and interaction:	4.55
Overall Score:	4.21

Total in Attendance: 11

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Session Title:	Perceptions of Plessy vs. Ferguson (1896) and Jim Crow as Reflected in Popular Literature and the Press
Presenter's Name:	Dr. Julius E. Thompson, Director Black Studies Program - UM-Columbia

SUMMARY

A recent assignment to write several biographical entries for Faustin C. Jones-Wilson, et al, editors, Encyclopedia of African American Education (1996) helped to focus the speaker's attention on the special contributions to American life and culture by four significant black intellectuals: St. Clair Drake (19111990), Rayford W. Logan (1897-1982), Benjamin E. Mays (1894-1984), and Benjamin Ouarles (19041996). While each figure was an individual pioneer in their scholarly and activist careers, collectively they also offer contemporary people an insight into the generation which came of age and influence in the decades between 1920- 1970. This was a period of tremendous growth in the development of black intellectuals in the United States. The four figures of this paper are reflective of the struggles and challenges which faced black intellectuals in the fifty years between World War I and The Civil Rights Movement. The paper assesses their legacies against the background at this period.

To create a transformation and to reinforce the bridges to the 21st century, we must continue to transform American education to include a consideration of the talents, contributions, experiences and viewpoints of all segments of society; we must open-up American economic opportunity for more of her people; we must decrease the impact of racism, sexism, and classism among the American people; and we must show consideration for the poor everywhere, especially in our own cities and rural areas, as well as Third World Nations.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.57
Helpfulness to your development:	4.43
Preparation of presenter:	3.71
Time for questions and interaction:	4.57
Overall Score:	4.32
Total in Attendance:	7

Presenter may be contacted at:
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Session Title: Developing Campus Choirs

Presenter's Name: Lester Woods, Jr.

SUMMARY

The choir is often the organization in which confusion arises. This need not be the case. The choir should be made up of "Christian Believers" who want to sing "to the Glory of God". Often this confusion is due to the fact that many members are not living a Christian life. We can test our behavior and attitudes simply with the word "Christ", asking ourselves the question "would Christ act like I'm acting?" Many times the answer would be "no, He would not!" Especially if we are not behaving or carrying ourselves in a "Christ-like" manner.

Choir members must first know their role, why do we sing? Do we sing for a "show," do we consider the choir or choir rehearsal as a social outlet only, or do we see ourselves in the choir to "praise the Lord," and to assist the minister in bringing sinners to the fold? When we examine ourselves as individuals and know what our purpose is in the choir, our behavior or conduct should improve. The Bible should be a road map for any gospel choir or off campus.

This seminar focused on "Breaking the Tradition and Conforming to Spirituality!" The main purpose of a gospel choir is to: 1) render praise and glorify God, lifting the name of Jesus; 2) aid the minister or leaders of worship and song; 3) prepare and perform sacred music beyond the abilities of the congregation; 4) lead sinners to Christ through music ministry.

Ten principals given to form a comparison on whether local choirs are a social event or ministry.

1. Refuse to settle for artistic expressions of "Cultural Christianity."
2. The music, movement, material and makeup must not supersede or distract from the message.
3. Praise is not something you do, but something you are.
4. If the choir's ministry is not Word-oriented, then the choir's purpose is misplaced.
5. Decide to be a Gospel Choir, not just a choir that sings gospel songs.
6. Avoid "choir killers" and encourage "choir healers."
7. Stop singing for the Lord; start singing unto the Lord.
8. Prepare before you sing, concentrate while you are singing, and evaluate after you sing.
9. Make the rehearsal a ministry in itself.
10. Realize that the only ministers are capable of ministry. (Chris Jackson)

In order to create a transformation and to reinforce the bridges to the 21st century, we must begin by breaking tradition and conforming, allowing ourselves to become spiritual beings for Jesus Christ. These ten basic principals should form a standard for campus gospel choirs to follow and move into a higher call of ministry; never becoming content with being a choir for show.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	5.00
Helpfulness to your development:	5.00
Preparation of presenter:	5.00
Time for questions and interaction:	5.00
Overall Score:	5.00

Presenter may be contacted at:
2000 Meadowville Ct. #8A
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Total in Attendance: 1

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Session Title: African American Women Educators: 1891 - 1956

Presenter's Name: Dr. Janice Dawson-Threat, Assistant Professor - UM-Columbia

Summary

This session shared the preliminary research that has been completed on a project that looks into the teaching philosophy of African American women educators. The educators under study are Ida B. Wells (1862-1931), Anna Julia Cooper (1858-1964), Mary McLeod Bethune (1875-1955), and Nannie Helen Burroughs (1879-1961).

The presenter shared information on the background of each woman educator and discussed the development of education for Black women since the antebelleum period. The presenter also shared information gathered from primary sources on Ida B. Wells' teaching days.

Lastly, to stress the point of transformation, the presenter urged the audience to learn to maintain their own historical records. Many of these women did not set out to be famous, but as history unfolded, their lives revealed a significance about them. Each of our lives may also hold this significance, and we need to guard against the thought that Dr. Cooper's adopted daughter expressed, "No one told me sister Annie was important." Our lives as Black women have significance for the 21st century. We need to know that.

To create a transformation and to reinforce the bridges to the 21st century, African American women educators must:

1. Begin to realize the value and worth within ourselves.
2. Never compromise your principles.
3. Compile historical records of achievements and events.
4. Recognize our successes and achieved goals are contributions to future African American educators.

Session Evaluation Summary	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	5.00
Helpfulness to your development:	5.00
Preparation of presenter:	4.50
Time for questions and interaction:	3.25
Overall Score:	4.44

Total in Attendance: 4

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Session Title:	The Minority Mentor Program: The Value of Experiential Learning and Workshops
Presenters' Name:	Trent Ball, Coordinator of Minority Student Programs - Southeast Missouri State University Danielle Carter, Graduate Assistant, Minority Student Programs - Southeast Missouri State University

SUMMARY

This session focused on the importance of mentoring programs as positive tools for the development of academically and socially successful minority students. Our presentation was designed to review the components of mentoring programs, the training of mentors and mentees and the organization of a mentoring program that includes students, faculty, staff and administrators. Mentoring programs assist students in their transition to college by forming partnerships with faculty, professional staff and students to foster a supportive relationship that grows into proper growth and development.

The session focused on the awareness of university personnel/professionals on the value and worth of mentoring programs as they relate to the recruitment and retention of minority students. We will establish an environment in which issues addressing the development of and continuation of mentoring programs can be evaluated and discussed. The session has been designed in a forum and interactive format, which will allow the participants to share knowledge, information and perspectives on developing and assessing mentoring programs. The final goal of this session was to review and share information with the participants from an existing workshop mentoring program developed on the basis of experiential learning and active mentee participation.

Southeast Missouri State University has developed a comprehensive mentoring program for minority students, utilizing the faculty and staff as mentors and redefining the role of student assistant. The Minority Mentor Program provides qualified students with a faculty/professional staff member that serves as a resource person, advisor and advocate. The mentee is placed within the mentor's department, receives training on the functions of the department and receives a developmental project to be completed each semester.

The Minority Mentor Program underscores a concerted effort to enlist any willing university faculty/staff member in a proactive plan to recruit, retain and graduate minority students. The foundation of this program and this workshop is to again highlight the importance of developing all inclusive campus programs.

These programs should address the attainment of a healthy pool of active minority students and also the development of those students. Programs designed with the development of minority students as a focal point, and not an afterthought, are the key to preparing minority students and our campuses for the changes approaching as we move higher education and its services forward.

SESSION EVALUATION SUMMARY	Scale: 1=poor, 2=fair, 3=average, 4=good, 5=excellent
Relevancy of material to topic:	4.75
Helpfulness to your development:	4.75
Preparation of presenter:	4.75
Time for questions and interaction:	4.25
Overall Score:	4.63
Total in Attendance:	4

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George E. Curry

George E. Curry is editor-in-chief of Emerge: Black America's Newsmagazine and a regular panelist on "Lead Story," a news analysis program that airs each Sunday on BET (Black Entertainment Television).

Before taking over as editor of the nation's premier African-American newsmagazine in 1993, Curry served as New York bureau chief and as a Washington correspondent for the *Chicago Tribune*. Prior to joining the Tribune in 1983, Curry worked for 11 years as a reporter for the *St. Louis Post-Dispatch* and for two years as a reporter for *Sports Illustrated*.

Under Curry's leadership, Emerge has won more than 15 national journalism awards. The Washington Association of Black Journalists named Curry its 1995 "Journalist of the Year" for reshaping Emerge. In 1996, Curry won two first-place awards from the National Association of Black Journalists, one for his cover story on Emmett Till and one in the commentary category for his editor's notes. He also won three Unity in Media Awards from Lincoln University in Missouri in 1996, including one in the investigative reporting division for his two-part series on "The Last Days of Malcom X."

In 1986, Curry wrote and served as chief correspondent for the widely-praised television documentary, Assault on Affirmative Action, which was aired as part of the "Frontline" series on PBS. He was featured in a segment of "One Plus One," a national PBS documentary on mentoring that was first televised in 1989. In 1996, Curry was part of the week-long Nightline special, "America in Black and White." In addition to *Nightline*, he has appeared on *The CBS Evening News* with Dan Rather, *World News Tonight* with Peter Jennings, *The Today Show*, *Good Morning America*, *MacNeil/Lehrer Newshour*, *Washington Week in Review*, *CNN's Talk Back Live*, *CNBC* and *C-SPAN*.

Curry is the author of a book entitled *Jake Gaither: America's Most Famous Black Coach* (Dodd, Mead & Co., 1977) and editor of *The Affirmative Action Debate*, an anthology published in May by Addison-Wesley Publishing Co.

George Curry Speech Summary

April 26, 1997 - 7:00 p.m.

George Curry's speech on Affirmative Action offered insight on the arguments surrounding race relations within today's society. Curry's views, supported by a current self-edited book on the same topic, thoroughly dissected the image of race in America. Observations of noted media and American personalities like Tiger Woods, Jesse Jackson, Governor Douglas Wilder, and many others expressed a notion that race in America is still a topic of controversy at the forefront of today's issues.

The issue of Affirmative Action was also explored with Curry's critical and investigative approach. Curry's criticism, however, did not stop at the workfront. He also looked at academic and athletic quotas based on race and offered compounding evidence alligating that some educational institutions are more concerned with getting quality athletes of color into their programs and only marginally interested in graduating these same students from their academic programs. Curry continued to offer compelling evidence supported by statistical data and observations concerning discrimination based on geographic location, eye color, race and the many other characteristics that divide America at this time. Curry's outlook on America offered an eye-opening experience to those entrenched in the ideality that race is an issue of the past and a startling comparison to life as many might know it.

Ruth Carolyn Jones

In her twenty-four years of experience as an educator, administrator and organization scientist, Ms. Jones possesses a unique blend of theory, research and practice in public and private agencies.

Ms. Jones graduated with a Bachelor of Science degree in Special Education from Kansas State Teacher's College (now Emporia State University) in 1973. In 1975, she received her Master's degree in Student Personnel and Guidance from Emporia State University and in December, 1984, completed the Certificate of Advanced Studies Program at the College of William and Mary in Higher Education Administration.

As an educator, Ms. Jones taught special education in the Wichita Public School System and has held adjunct appointments at Tidewater Community College and Norfolk State University.

As a practitioner, Ms. Jones has held administrative positions at Oklahoma State University, the Oklahoma State Regents for Higher Education, and the University of Missouri-Columbia.

For the past sixteen years, she has served as the Assistant to the President and Director of Equal Opportunity/Affirmative Action at Old Dominion University where she is responsible for monitoring and coordinating all equal opportunity, affirmative action and diversity efforts of the University.

Ms. Jones currently serves on the Board of Directors for the American Association for Affirmative Action (AAAA) having served as Region III Director, Finance Committee Chair and Treasurer. She is now serving a two year term as President of AAAA.

Other civic and community affiliations include the Hampton Roads Urban League, the United Way of South Hampton Roads and the NAACP. She is currently on the board of directors for the American Cancer Society, Norfolk Area, and the Virginia Association for Black Faculty and Administrators.

As an organizational scientist and consultant, Ms. Jones has consulted with and trained clients from business, government, industry and higher education. She is a most sought after speaker on affirmative action, diversity, conflict resolution, handicap accessibility and sexual harassment.

Her personal motto: "I aspire to inspire before I expire!"

April 27,1997 -12:00 p.m.

Your theme: Reinforcing Bridges to the 21st Century is most fitting today. For truly if we do not reinforce, fortify, strengthen those programs and services we offer to our institutions and the world's communities. I know the 21st century will begin with this country in a disturbing and self-destructing position. The social system of this country is under attack. Programs and services once espoused as strategies to address the ills of this country are now classified as failures and have been reviewed, revised and threatened to be eliminated.

We are seeing the battles in the:

- Federal and State Courts
- Legislation (Federal and State)
- Governors/Attorney Generals
- Institutional withdrawal

The attack on affirmative action is political, legal and economical. The roots of the attack were planted in the Reagan and Bush Administrations with their Supreme Court appointees. The rise of the "angry white male" and in some cases white females, the political right, the republican party's majority in the Congress and the general climate around the country has presented supporters of affirmative action programs with a difficult, but not impossible task.

Affirmative action takes on many forms. It is the intentional inclusion of women and minorities in the workplace and in schools after demonstrated underrepresentation of these historically disadvantaged groups.

The defense of affirmative action must articulate both the need for a shared sense of justice in our society providing equal opportunity programs for those previously denied access and the need to improve economic conditions for all "or we will die." Affirmative action is meant to facilitate the transition from an economy and society dominated by whites and males to the inclusion of all others, to a truly multi-racial America.

We must not let our great American experiments, as some like to call affirmative action programs, self destruct at the dangerous intersection of race, poverty, violence and greed. We must not let our leaders regardless of their party or ideology, enact or acquiesce in callous policies that leave more children and families - poor, sick and abandoned.

They say you can look back over one's life when they die and find some people just made a living: made a mess; or made a difference. What will they say about you?

BEST COPY AVAILABLE

Friday, April 27,1997, 1:30 p.m.

LEADERSHIP ROUNDTABLE: FOCUSED DIALOGUE ON AFFIRMATIVE ACTION

Facilitator:	Ruth Carolyn Jones, President American Association for Affirmative Action
Number in Attendance:	Twenty-three (23) individuals representing either the Office of EEOC/Affirmative Action on various university and college campuses, campus leaders, or the Missouri Affirmative Action Consortium (representing government and industry).
The Challenge:	Proposed Senate Joint Resolution Bill No. 3 on Affirmative Action (Senator Kinder - 89th General Assembly, Missouri). The following Bill is equivalent to Proposition 209 Anti-Affirmative Action legislation recently passed on referendum in California:

Joint Resolution: Submitting to the qualified voters of Missouri, an amendment to article I of the constitution of Missouri relating to the bill of rights, and enacting one new section relating to the same subject.

Discussion:

Facilitator: I assume everyone has read the Bill. I know it has been dropped this legislative session, but you still can not let it die. The Affirmative Action (AA) debate is not going to die. Why do you think it didn' t pass in the 89th General Assembly?

Participant Comments:
We should draft and circulate a pro-active position statement.

Facilitator's Response:
There are several pro-active AA positions:

1) Offer scholarships until questioned or sued
2) Change the language
3) Expand the definition of eligibility (1st generation college graduate, inner-city, etc.)
4) Organize advocacy groups and go on record as advocates for AA Educators cannot stand back and be isolated. It is no accident that education has been a "test market" for anti-AA legislation.
5) Review the history of Missouri with people who question AA scholarships and programs. Remind them that Missouri was the last slave holding state. Be aware of and discuss the issue and impact of segregation/desegregation. When you speak of past discrimination you are talking to a lot of Blacks who don't know their history.
6) Discuss AA in light of the benefits of other minorities and under-represented groups such as white women, rural populations, and even the physically challenged. Get other examples of AA in action for others. AA legislation has done a lot to help other groups. Oftentimes, people think of AA as solely for Blacks and Hispanics. It is not, AA programs are designed to remedy the effects of past discrimination. White females are still hitting the glass ceiling and AA legilation can and does help them. Don't allow your detractors to play the race card! It makes good business sense for proponents of AA to play the economic card, not the race card!

Participant Comments:

It is the AA programs using state funds which have now come under the greatest scrutiny and attack. Somehow we must be more creative in how we designate funds and finance those programs.

Bakke is the law of the land. Until the supreme court decides otherwise. Bakke is what we need to remind people of - Bakke still rules!

So does the Brown decision. Brown is a Supreme Court decision that hasn't been referred to in our discussion. It is applicable to higher education. We need to review the decision in Brown and use that to reinforce our AA argument.

Facilitator: What other strategies can be utilized?

It is very important to enlist the aid of our white male and female supporters. Also, the office of EEOC is quite impaired. We continue to have discrimination complaints in education, the employment sector, and in business contracts. However, we no longer have the infrastructure to handle all the complaints. People who have civil rights complaints know that EEOC can't come to their aid right away. It is not like it was in the past.

Consider the connection between Title VII and Affirmative Action. Look at how other disadvantaged groups have mobilized. Look at how the disabled and senior citizens have successfully lobbied on behalf of their interests. Use these groups and their strategies as models for your AA agenda on the state and federal level.

Conclusion:

Are there any states we can use as a model for AA: Which states are taking a pro-active stance and protecting their programs? California can tell you what not to do! Michigan can show you how to galvanize for action. Michigan would perhaps offer the best model. I leave you with a final thought, it is not surprising that education and educational programs have been targeted. For if you can destroy the knowledge of a people you can destroy the people.

The session ended with the participants not having formulated an anti-affirmative action strategy, but satisfied that the discussion was necessary and informative. The majority of session participants expressed their gratitude for having had the opportunity to participate in a discussion on AA with people from different employment agencies and from various institutions.

Avila Hendricks
Assistant to the Acting Vice President

Friday, April 25th, 1997, Activities Room, 7:00 p.m.

Missouri Statewide Music and Ministry Workshop

"A Little About Our History"

The Missouri Statewide Music and Ministry Workshop is a time when college choirs and individuals in Missouri annually come together for a praise celebration on Jesus Christ through Arts and Ministry. Our purpose is to honor God, to promote the knowledge of Christ and to utilize talents in ministry.

The vision for this workshop began with Rev. E. Christopher Jackson who served as State Consultant on behalf of African-American students to the Missouri Baptist Convention. He also served as Baptist Student Union Director of Campus Ministries at Lincoln University in Jefferson City, Missouri. The first "Baptist Student Union (BSU) Music and Drama Workshop" was held on October 27, 1984. It was led by "Joyful Noise" of Chattanooga, Tennessee at Lincoln University's BSU Center and included student groups willing to be used by God at any local church that requested their presence the following Sunday morning. For the next few years, the workshop was hosted by BSU-Lincoln and the Second Baptist Church of Jefferson City. It included drama, choral conducting, music, public relations, readers' theatre interpretive movement, mime and other forms of ministry techniques for proclaiming the Gospel.

As the workshop grew in numbers, it soon narrowed to an emphasis on music as its primary tool. In 1988, the workshop was held at the University of Missouri-Columbia. Since then, it has traveled throughout the state to Central Missouri State, Southeast Missouri State, the University of Missouri-Rolla, Northeast Missouri State, Southwest Missouri State, and the Mt. Zion Baptist Church in St. Louis.

Last year, the 13th Annual Missouri Statewide took place on the campus of the University of Missouri-Rolla on November 1-3, 1996. The workshop embarked on a new, exciting area of ministry. The workshop expanded and recorded LIVE, the music from that weekend. This recording is an opportunity to share the ministry of the students beyond the workshop.

According to the founder of the workshop, Chris Jackson, "the 'musical aspect' of the workshop must never supersede the 'ministry aspect' in terms of focus, time and attention it is allotted." Each year we strive to meet that goal by continually growing, developing and evolving to meet the students' ever-changing needs.

This year the choir offerred from the following selections:

*By the Grace	It's In the Wind	Glory to God
If I Be Lifted	Sing Praises	Jesus Stepped Right In On Time
We Need Your Spirit	So Much For Me	Rejoice

Conference Statement on Transformation for the 21st Century

Dr. Janice Dawson-Threat

In 1900, African Americans along with others in this country could only dream and imagine what life would be like in fifty years. The reality of television, travel by air, integrated lunch counters and equal public accommodations was not in the minds of most Americans. But things changed. By the 1950's, African Americans were more hopeful than they had ever been about the potential for life during the next fifty years. Dreams of fair and equal Opportunity in education, housing, employment, and business were all a part of the expectations of that generation. Now, we stand three years shy of the end of the century and like most Americans we have come to assess where we have been and where we have yet to go. This is our time of transformation. This is our time for getting ready for a new tomorrow.

The theme of "Reinforcing Bridges" was an attempt to say that the journey of the past 97 years needs to continue. We have a responsibility to see to it that the work of our forefathers and foremothers is not lost, forgotten, or undone.

We must do all that we can to *preserve our history and to disseminate its value and contribution to American life* amongst the next generation. We must continue to demand equal opportunities in education by striving for institutions of higher learning to *create infrastructures and to demonstrate accountability in their efforts to produce an increase in minority graduates at all levels.*

In the past those who could not read battled over books, and those who could not go to school battled over seats in classrooms for the next generation. We must battle for the *right to understand and use technology in our learning* for the future and battle not to be denied because of our current economic status. We must *develop an interest in math and science* just as our forefathers and foremothers developed an interest in agriculture and teaching as the careers of choice for advancement of our people. We must open the opportunity for more *people of color to be employed in fields where they have never been employed before* by being qualified and ready to enter those fields.

In the 21st Century, we will all live in a more global setting and *thus understanding multiculturalism and diversity will be necessary* for freedom of movement and advancement within American society. Additionally, *understanding the basics of reading, writing, and arithmetic* will also be needed. We can *decrease the impact of racism, sexism, and classism amongst the American people* by improving basic education for all and by *moving previously marginalized information to the center for all to see and learn.* Finally, we must *increase our knowledge of the existence of Third World nations* and determine in advance what we need to learn about our neighbors in order to be *better* neighbors.

Our ability to reinforce bridges must be done with and through our elective representatives *by staying informed and abreast of attempts to change laws and acts that have benefited our people.* Albeit difficult, joining forces with organizations that commit to serve in this capacity is one means to maintain an awareness and a voice when necessary.

We need reinforcement not only in our political lives, educational lives, and our community, but we also need reinforcement in our spiritual lives. Our commitment to be free of slavery, and free of lynching and Jim Crow and free of segregation, came about because of freedom of worship. *A call for recommitment and renewal to the development of a spiritual life* is a means of reinforcement against tomorrow's attacks and attempts at defeat.

This conference was a call to renew and revitalize the efforts of those committed to the improvement of higher education for Blacks and all minorities in the state of Missouri. This conference was a partnership of institutions, colleagues, and community representatives to strive for excellence and to enter the 21st century transformed reinforced, and ready for tomorrow.

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Closing Statements from the President

Now that you have read the contents of this historic document, it should be evident that the theme of the Se-enth AMCBHE, "Transformation: Reinforcing Bridges to the 21st Century," provided tremendous stimulation and rewards for those of us fortunate enough to participate in this conference. The challenges identified by keynote speakers and other presenters are not impossible. Listening to a different media perception of life in our nation by Mr. George Curry, Editor-In-Chief of *Emerge* Magazine, pointed to the need for a more balanced reporting of social and research activities. Mr. Curry's research revealed some bitter truths, but they are truths from which are derived new agendas for improving American higher education. Ms. Ruth Jones, President of the American Association for Affirmative Action, provided empirical data which indicated that in spite of areas of progress, there is still a tremendous need for the retention of Affirmative Action. Although there are many who feel that there is no longer need for it, Ms. Jones' research debunked those myths.

As we return to our respective communities, we will hopefully bring with us renewed motivation to continue the struggle for human egalitarianism. Inherent in our motivation will be new and occasionally old strategies which will enable us to eventually reach the 21st century as a better educated and more humane society. Each of us has a responsibility to continue to enlarge upon the knowledge gained at this conference. We can only accomplish this by addressing and researching educational concerns in a responsible and timely manner. If we take our challenge seriously, much of our journey to the 21st century will be a continuous bridge of human fulfillment which will solidify human and educational values for future generations of all Americans. For our generation, this is a tremendous opportunity to make a positive and lasting difference. What a legacy to leave for those who will continue our work!

O.C. Bobby Daniels
President

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Submit comments and questions to:
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